



Watson Road Elementary - Red Wings

475 Yates Rd. Kelowna, B.C V1V 1R3 Ph. (250) 870-5137 Fax (250) 870-5072

Dates to Remember:

Early Learning for Families (ELFF)

- Tuesday, May 5th
- TIME: 5:00 – 6:30 pm



We welcome parents and their child to our school community!

Kindergarten Orientation:

- Wednesday, June 3rd
- TIME: 9:00 am – 10:00 am or 12:50 pm – 1:50 pm

After you drop your child off to their first classroom visit, all families are invited to an hour-long information session hosted by our school principal to learn more about the kindergarten program and expectations. PAC Executive member(s) will be present. Please join us in the library and meet other families beginning this amazing learning journey.

"Popsicle and Play"

- Thursday, Sept. 3rd @ 10:00 am

Each kindergarten child and parents are invited to come together on our school adventure playground to play and meet other kindergarten children and families who will be starting school in September. (This is an 'informal friend-raiser' – popsicles will be available for all ☺)

"June Letter" - Once your child's application has been completed, and your child has been accepted, a letter will be emailed outlining the schedule for the first week's gradual entry events (which begin on Tuesday, September 8th. If you do not receive this email, please call the school to confirm correct contact information.

First full day for kindergarten: Wednesday, September 16, 2026.

Contact Janet Williams or David Johnson - Watson Road's Administration Team

Check out our website for up-to-date information [.wat.sd23.bc.ca/](http://wat.sd23.bc.ca/)

At Watson Road Elementary, we believe that learning is a lifelong journey of inspiration, risk-taking, inquiry, and growth. Deeper learning occurs through resilience, exploration, and collaboration.

Watson Road Elementary School is located in the beautiful Glenmore Valley and opened its doors in 2000. We enjoy excellent access to walking and hiking trails, as well as parks and ponds.

Watson Road Elementary School serves approximately 610 students in grades K-6. We have twenty-five classroom teachers, many educational assistants, an Indigenous Student Advocate, a teacher-librarian, two learning assistance teachers, and an English Language teacher. The school also has an itinerant counselor, inclusion teachers, and a speech-language pathologist. We all share the responsibility of making Watson Road Elementary excellent in all areas.

Students need:

- A positive attitude and expected behavior
- Regular attendance and diligence in their studies
- Respect for their schoolmates

Parents need:

- Involvement in school activities
- Assistance in ensuring your child's program and work are completed
- Regular communication with the school
- A positive working relationship with your child's teacher
- Advocacy for your child's education

Staff need:

- Continued commitment to providing the prescribed curriculum through meaningful and motivating activities
- Ongoing monitoring of students' progress through a variety of assessment tools
- Regular communication with parents



Administration needs:

- Leadership that reflects a commitment to providing a safe and caring environment for all children in our school
- Ensuring programming needs are met for each student
- Communication of relevant information to the school community
- The ability to articulate and plan a direction to improve life at Watson Road Elementary

We encourage and welcome you to become involved in your child's education. We look forward to working together with students, staff, and parents, as well as to the challenges and celebrations that the school year will bring!



Meet our fabulous Kindergarten Team:

(From left – right)

Ms. C. Schafer

Mrs. S. Johnson

Mrs. S. Shumka

What will the first two weeks of school be like?

In British Columbia's public schools, we welcome our kindergarten students with a gradual start-up schedule. At Watson Road, our specific schedule with times and groupings will be emailed in June.

The first seven days of school allows our team to gradually and slowly meet and work with all the new kindergarten students before the first full day of school. During the mini sessions, this is a time for your child to become comfortable with the teachers, the Kindergarten rooms, the school, and basic routines.

Preparing Your Child for Kindergarten

Your time and patience will help your child develop a strong sense of self worth and confidence. Your child should be exposed to the following:



Keep in mind learning starts at home:

- To give your child little duties at home to help develop self-confidence and responsibility
- To help your child recognize and learn to print his/her own name
- To read regularly with your child three times a week
- To have meaningful conversations with your child on a variety of topics

Keep in mind good health habits:

- To attend to their toilet needs independently
- To have a set bedtime (recommend no later than 8:00 pm)
- To brush teeth regularly
- To cover mouth for coughs and sneezes, and use a tissue appropriately.
- To wash hands before eating and after going to the washroom

Encourage your child to develop their physical abilities:

- To put on and take off their own jacket and boots (able to zip, snap, and button)
- To be able to cut, paste, colour, use a pencil and manipulate objects (eye-hand coordination activities)
- To be able to bounce, throw and catch ball
- To be able to balance and jump
- To be able to identify body parts

Excellent Learning Activities for Your Child

1. Enjoy the Kindergarten Readiness Activities Calendar, and the following fun poems, and action songs to share with your child.
2. Books, books and more books. Read to them and with them. Join the Reading Club at the Public Library.
3. Discuss the stories with your child. Ask them the 5 W questions, "Who is in the story, where did the story take place, When did the story take place, Why or What happened in the story and How the problems in the story were resolved".
4. Let your child be responsible for jobs around home. This allows them to develop a sense of responsibility, ownership, and independence.
5. Have fun playing games and cards. A deck of cards is a wonderful tool for learning counting, sorting, and ordering numbers. Your child will also be learning how to take turns and play fairly.
6. Listen to your child and expect them to listen to you. If they won't listen to you, they will have trouble listening to adults at school as well. Provide opportunities for them to practice listening.
7. Recite and sing favorite nursery rhymes and songs. Talk about the words, what they mean and if they rhyme.
8. Talk with your child as if they were an adult. This provides a strong language model for them to follow. Discourage "baby talk".
9. Have an art box or cupboard available for them to explore. Include: crayons, glue sticks, tape, paper, paints, scissors, play dough, pencils and interesting writing supplies.
10. Play counting games, rhyming games and sound games as we you travel in the car.
11. Arrange for your child to play with other children his or her age.
12. Make activities hands on. String cheerios, buttons or beads. Sort clothing, buttons or coins. Color drawings and books. Cook Jell-O, popcorn, and cookies. Trace hands and feet, shapes, cookie cutters and blocks.



Start School With a Smile

What to Do When Young Children Cry About Going

At schools across America, teachers see two types of first-year students: one quickly adjusts to school and begins to enjoy it, the other cries each day at the door. By applying some easy-to-follow Love and Logic® guidelines, parents can help their youngsters belong to a very lucky group ... students who start school with fun instead of fear.

Arrange a tour of your child's school before the year starts.

It's not unusual for young children to imagine the worst when they don't have enough information. Big fears about where they are going to sit, where they will eat, whether their teacher will be "nice," and what they will do if they need to use the restroom become much smaller when parents take this step.

Teach confidence by showing it.

When parents spend too much time trying to calm their children's fears, their children begin to think, "Wow. If my parents are this concerned about me, and they have to talk this much about going to school, maybe there really is something to be worried about!"

More effective parents give lots of hugs, listen, and say, "I love you." Doing this, they send a very strong message of confidence. Simply put, confident parents tend to have confident kids ... worried parents tend to have worried kids.

If you drive your child to school, leave quickly.

Smart parents give quick hugs, let their kids know they're in a hurry, and leave without looking back. Why? Because the underlying message they send to their children is, "You can handle this. You're strong!"

It's amazing how children either live up to — or down to — our expectations.

Avoid backing down from tantrums and tears.

Don't teach your child to be fearful by backing down to crying and allowing him or her to stay home! Regardless of how heart wrenching their cries become, Love and Logic parents send their kids to school. Why? Because all experienced teachers say the same thing: "It's amazing how fast kids calm down after their parents are out-of-sight!"

Parents across the country are finding these Love and Logic techniques are easy-to-learn, teach kids to be responsible, and change lives! One parent commented, "My six-year-old son was so afraid of school he wouldn't even get out of the car when I tried to drop him off. We were desperate. The day we tried these tips, and had some help from the teacher getting him out of the car, was the last day we had these problems. We're a happy family again!"

Give Love and Logic a try, and see how it changes your life. You'll be amazed how simple it really is.

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Charles Fay, Ph.D. is a parent, author and consultant to schools, parent groups and mental health professionals around the world. His expertise in developing and teaching practical discipline strategies has been refined through work with severely disturbed youth in school, hospital and community settings. Charles has developed an acute understanding of the most challenging students. Having grown up with Love and Logic, he also provides a unique... and often humorous...perspective.

People who are really successful implementing this skill purchased Love and Logic Solutions for Early Childhood



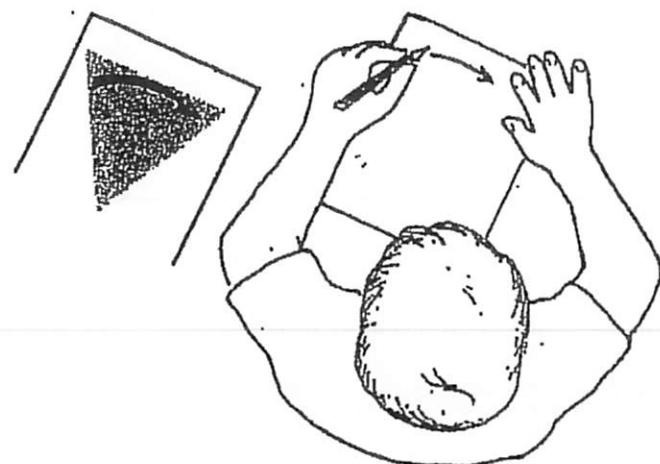
2207 Jackson St, Golden, CO 80401

800-338-4065

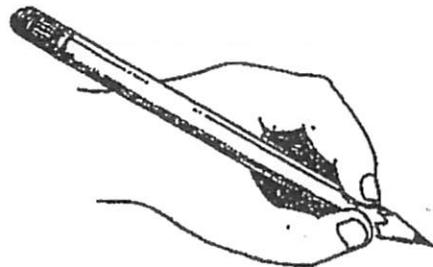
www.loveandlogic.com

Suggested Pencil Grip and Posture

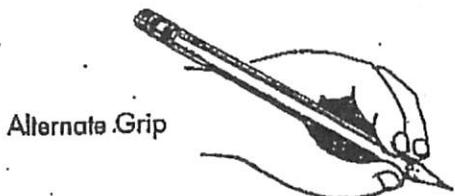
Left-Handed Students



Place the top left corner of the paper higher for left-handed students.

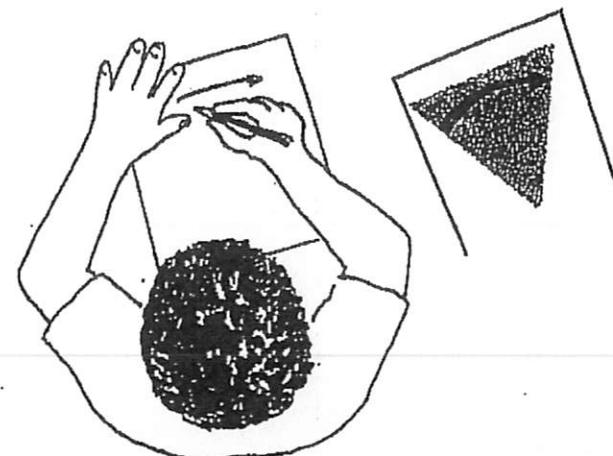


Place the pencil between the thumb pad and index finger pad. The pencil rests on the middle finger. The eraser points back toward the shoulder of the writing hand.

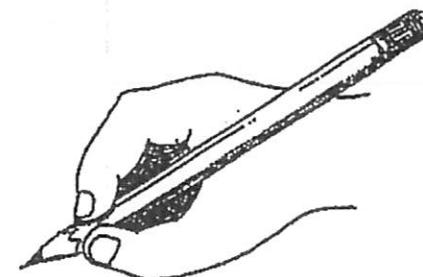


Alternate Grip

Right-Handed Students



Place the top right corner of the paper higher for right-handed students.



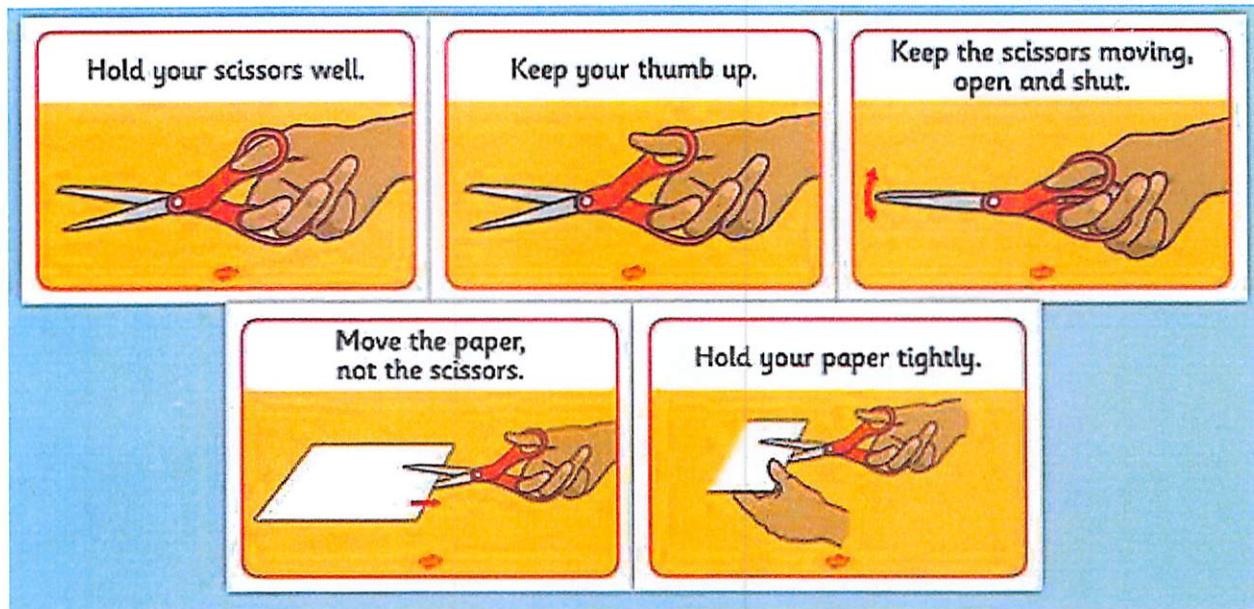
An alternate grip is a pinch with the thumb and two fingers. The pencil rests on the ring finger.



Alternate Grip

Scissor Skills

It is helpful for your child to have plenty of practice with cutting paper before they enter Kindergarten. Use this guide below to help your child hold scissors correctly.

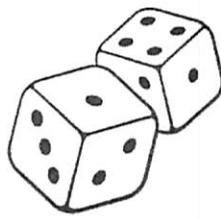


Fine Motor Activities

Many activities in Kindergarten require hand strength such as printing, drawing, building with blocks, using scissors, zipping coats and opening containers. Hand strength can improve with practice. Try some of the activities listed below to help your child improve their strength.

- Play with play dough
- Cut paper, leaves, play dough and straws
- Use a hole punch
- Stack coins
- Use clothes pins to hang paper or fabric
- Use a spray bottle
- Tear paper and/or crumple paper to make crafts
- Paint using a squeeze bottle

Developing Number Sense

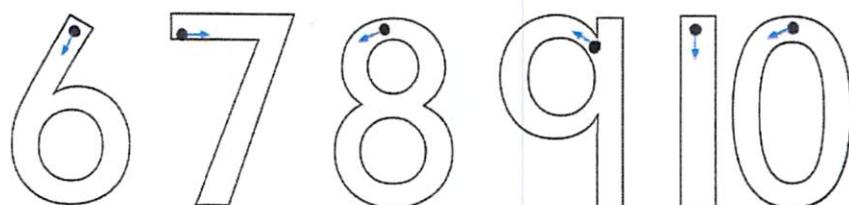
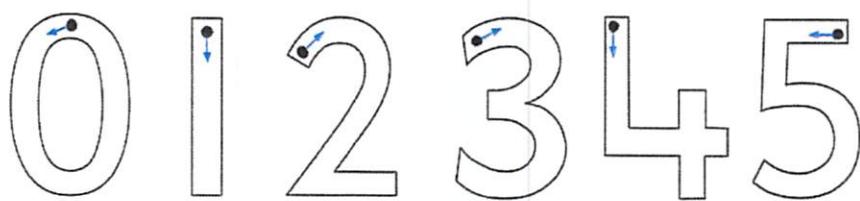


Playing math games will naturally help your child develop their math skills at home and help prepare them for Kindergarten. You can do these activities while driving in the car, going for a walk or playing at home together.

- Count together. Count forwards and backwards starting at different numbers. Count bugs, hugs, and rugs. Count windows, cars, snacks, rocks and trees.
- Look for numbers on license plates or address signs. What is the biggest/smallest number?
- Play dice games together. Can your child recognize the dot pattern without counting?
- Sort and create patterns with Lego, blocks, or animals.
- Have your child print numbers.
- Create numbers with rocks or draw them in the sand or snow.
- Practice counting out objects and counting one at a time (touch each object as they count).
- Go on a number hunt around the house. What numbers can you find?
- Look for numbers while you read book. Count objects in the pictures.
- Play board games together and complete puzzles together.



Trace the Numbers



SPEECH & LANGUAGE DEVELOPMENT

Children learn words and communicate based on their experiences and their personalities. Although each child will develop speech & language at their own pace, by the time most children reach 4-5 years of age they will typically have acquired the following skills:

TALKING

- say most speech sounds correctly & are easy to understand
- speak in sentences that are 5-6 words long
- speak fluently with only occasional repetitions or hesitations
- make requests & ask questions
- use a variety of grammatical structures such as plurals, possessives, & verb tenses
- retell a story by naming the characters & talking about what happened
- carry on a brief conversation using a variety of words such as action words & describing words

LISTENING/UNDERSTANDING

- follow 2-step directions
- understand concepts such as colors, shapes, location words, size concepts, etc.
- sort items into basic groups such as animals, toys, fruit, vehicles
- understand basic conversations
- understand & answer basic who, what, where questions
- listen to rhymes & make up their own rhymes
- attend to short stories & answer questions

SOCIAL COMMUNICATION

- take turns & wait for a turn
- use appropriate pointing, gestures & visual referencing while talking
- demonstrate pretend play & role play
- initiate & respond to greetings
- express feelings and carry on a brief conversation

ACTIVITIES TO ENCOURAGE SPEECH & LANGUAGE DEVELOPMENT

As a parent you play an important role in your child's communication development. Children learn by doing. Everyday routines are a great way to learn new sounds, new words, new sentences, and how to play with sounds and language. You can turn everyday moments like bedtime, laundry, cleaning up, shopping, driving in the car, cooking, watering plants, playing with toys, singing, looking at books, and going to the playground into language rich activities. Try these communication tips while interacting with your child:

When Talking:

- use lots of describing words while talking (e.g., size, shape, color, location, & use (e.g., "Let's go get some **big, round, red apples** in the bin. ")
- emphasize new words (e.g., "I see an **enormous butterfly**.)
- repeat back what your child says using the correct words & sounds (*if your child makes a mistake when they are talking, say it back to them correctly. They do not have to repeat it correctly. It is more important that they hear the correct way of saying it*)
- ask open-ended wh- questions
- talk about what you are doing together (*don't ask too many questions, it's okay to just comment and describe*)
- talk about the steps you will follow (e.g., first, next, then...)

When Playing:

- follow your child's lead & talk about their interests
- be face to face while playing so your child can see your facial expressions
- sort toys into groups/categories
- play games like I Spy & Simon Says to develop listening & describing
- use toys & games that encourage communication, listening, & turn-taking (e.g., playdough, bubbles, puzzles, blocks, dolls/stuffies, arts & crafts, Lego, cars, dollhouse, farm sets, games, Mr. Potato Head)
- practice role-playing different characters
- sing songs & rhymes with actions
- encourage your child to play with other children to encourage social communication
- talk about the steps you plan to follow for playing & cleaning up

When Reading:

- choose picture books without too many words on the page. Have fun talking about the pictures
- choose books with repeated words or phrases
- let your child finish saying familiar phrases in the book
- practice summarizing stories
- choose books with sounds
- choose books with lots of rhymes & point out rhyming words
- describe pictures in books using concepts (size, shape, color, texture, location, use)
- talk about words that sound long & short and practice clapping out syllables

WHERE TO GET HELP?

Are you concerned about your child's speech & language development? If your child is under 5 years of age and has not entered kindergarten yet, you can contact the Kelowna Community Health Centre, speech & language clinic (250) 469-7070, ext.12074 for further information.

If your child will be entering kindergarten in September, the first step is to speak directly with the kindergarten classroom teacher to determine if further school-based speech & language consultation would be appropriate.

Mary Louise Minkus, MSc., R-SLP (C)
Registered Speech & Language Pathologist (BC)
Inclusive Education Services (Dehart Office)
Central Okanagan Public Schools (school district 23)

5 Tips for the Separated Family

Is your family a separated family? Many families in today's society are separated. Mom and dad have split up or divorced, and they are living separately. Here are some tips to make an easy transition for your child from home to school!

- 1) *Transitioning from mom's house to dad's house: Make sure the transition is seamless and your child is adjusting to the change well. Sometimes, it takes time to sleep easily in new surroundings.*
- 2) *Discipline: Try your best to make sure you are both on the same page when it comes to disciplining your child. Make an effort to talk regularly about behaviour. Create your vision (see related article in previous pages) for your child together and adjust when needed. Attend parent/teacher interviews together if possible.*
- 3) *School Communication: Figure out the best way for you both to receive important school information. Often newsletters get lost in the shuffle from one person to the other. How will you communicate with each other? Often teachers can help with this by sending information/report cards for each parent.*
- 4) *Support each other: Even though you might disagree on fundamentals, show your child a united front. This will help immensely with your child's feeling of security and well-being.*
- 5) *Big issues: Let your child's teacher know about any big issues such as divorce proceedings, etc. that may affect your child's behaviour at school. Teachers are there to help and support when needed. They want to support you, and they know how difficult these things can be, so let them help you and your child where they can!*

"The big lesson in co-parenting is to loosen your ideas about right and wrong. Throw them right out the window. Recognize each other's strengths, and let your partner handle the things she or he does better."

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11. Arrange for your child to play with other children his or her age.
12. Make activities hands on. String cheerios, buttons or beads. Sort clothing, buttons or coins. Color drawings and books. Cook Jell-O, popcorn, and cookies. Trace hands and feet, shapes, cookie cutters and blocks.

Berry Picking

Strawberries,
Strawberries,
Yum, yum, yummy.
One for the pail
And
One for the tummy.
One to save
And
Two to taste-
Lots to pick
And none to waste!

The Bee

Zip, Zoom
Zip, Zoom
Zip, Zoom
The buzzing bee
Flew through my room!

Zip, Zee
Zip, Zee
Zip, Zee
It flew out the window
And up the tree!

Head and Shoulders

Head and shoulders,
Knees and toes,
Knees and toes,
Knees and toes.
Head and shoulders,
Knees and toes.
Eyes, ears, mouth and nose.

Rags

I have a dog and his name is Rags.

He eats so much that
his tummy sags.
His ears flip-flop
And his tail wig-wags,
And when he walks
He goes zig-zag.



Differences

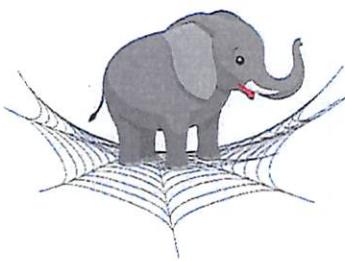
Arms
Fingers
Legs
Toes-
That's the way
A person goes!

Paws
Claws
Fangs
Fur-
Others creatures
Growl and purr.

Animals can run or walk.
But you and I can also talk.

Thank You

My hands say thank you
With a clap, clap, clap.
Me feet say thank you
With a tap, tap, tap.
Clap, clap, clap,
Tap, tap, tap.
I turn around,
Touch the ground,
And with a bow,
I say, Thank you, now.



Elephants

One elephant went out to play
Upon a spider's web one day
He had such enormous fun
That he called for another elephant to come!

Two elephants went out to play
Upon a spider's web one day
They had such enormous fun
That they called for another elephant to come!

(Continue with the song, increasing the number by one each time.)

Ice, Cream

One, two, three
Ice cream just for me!
Four, five, six
I'll take a couple of licks!
Seven, right, nine,
It really tastes divine!
Ten, ten, ten,
Time to count again!

Down by the Bay

Down by the bay where the watermelons grow,
Back to my home I dare not go.
For if I do my mother would say,
"Did you ever see a bear sitting on a chair?"

Down by the bay.
(Repeat the first three lines, substituting rhymes for the last lines.)
Did you ever see a whale with a polka dotted tail?
Did you ever see a bee sitting on my knee?
Did you ever have a time that you couldn't make a rhyme?

Ten in the Bed

There were ten in the bed
And the little one said,
"Roll over, roll over."
So, they all rolled over and
Four fell out.
Four hit the floor and gave a shout!
They kept on rolling and three fell out!
Three hit the floor and gave a shout!
They kept on rolling and two fell out.
Two hit the floor and gave a shout!
There was one in the bed
And the little one said,
"Goodnight."



Running

Run, run, run,
Have a little fun,
Running in the shadows
Running in the sun.
Run, run, run
Running in the rain
Running in bare feet
Again and again.
Walk, walk, walk
Have a little fun,
Walking in the shadows,
Walking in the sun.
Walk, walk, walk
Walking in the rain,
Walking in bare feet
Again and again.



Good morning Birds

Good morning birds! Good morning bees!
Good morning sky! Good morning trees!
Good morning to you, Good morning to me,
Good morning to all the people I see!

Hickory Dickory Dock

Hickory Dickory Dock
the mouse ran up the clock.
Hickory Dickory Dear
the mouse yelled in my ear.
Hickory Dickory Day.
the mouse went out to play.

Clap your hands

Clap your hands.
Clap your hands.
Just like me.
Touch your ear.

Touch your ear.

Just like me.

Tap your knees.

Tap your knees.

Just like me.

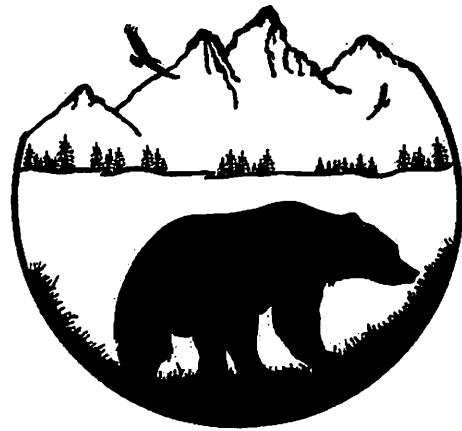
Clap your hands.

Clap your hands.

One, two, three!

Put your finger in the Air

Put your finger in the air, in the air,
Put your finger in the air, in the air,
 Put your finger in the air,
 Put your finger in the air,
Put your finger in the air, in the air.



Put your finger on your nose, on your
 nose,
Put your finger on your nose, on your
 nose,
 Put your finger on your nose,
 Put your finger on your nose,
Put your finger on your nose, on your
 nose.

Put your finger on your ear, on your ear,
Put your finger on your ear, on your ear,
 Put your finger on your ear,
 Put your finger on your ear,
Put your finger on your ear on your ear.

Put your finger on your chin, on your
 chin,
Put your finger on your chin, on your
 chin,
 Put your finger on your chin,
 Put your finger on your chin,
Put your finger on your chinny, chinny,
 chin.

The Bear Went Over the Mountain

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
 To see what he could see.

And all that he could see,
And all that he could see,
Was the other side of the mountain,
 The other side of the mountain,
 Was all that he could see.

How Many Apples?

How many apples do you see?
Can you count them?
 One, two, three.
How many green ones?
 How many red?
Now eat an apple,
 And go to bed.

Willaby Wallaby Woo

Willaby Wallaby Woo, an elephant
sat on you,

Willaby Wallaby Wee, an elephant
sat on me,

Willaby Wallaby Woosan, an
elephant sat on Susan,

Willaby Wallaby Wed, an elephant
sat on Fred.

(Continue the pattern substituting a
W for the name to make rhyming
words.)

Colors



Yellow, yellow,
Lemon Jell-O.

Red, red, Poppy
head.

Black, black Beetle
back.

White, white, Stars
at night.

Green, green. Jelly Bean.

Blue, blue, Missing you.

The Name Game

Ellen, Ellen, bo bellen,

Banana fanna fo fellen,

Fe fi mo mellen,

Ellen!

Jerry, Jerry bo berry,

Banana fanna fo ferry,

Fe fi mo merry,

Jerry!

(Can be used with any name)

Miss Polly Had a Dolly

Miss Polly had a dolly

Who was sick, sick, sick,

So she called for the doctor

To be quick, quick, quick;

The doctor came

With his bag and his hat,

And he knocked at the door

With a ra-a-tat-tat.

He looked at the dolly

And he shook his head,

And he said Miss Polly,

"Put her straight to bed."

He wrote out a paper

For a pill, pill, pill.

"That'll make her better,

Yes it will, will, will."



Little Pup

Little pup, little pup,
What do you say?
Woof, woof, woof!
Let's go and play!
Kitty cat, kitty cat,
How about you?
Meow, meow, meow!
And I purr, too!
Pretty bird, pretty bird,
Have you a song?
Tweet, tweet, tweet!
All day long.
Jersey cow, Jersey cow,
What do you do?
Moo, moo, moo!
And give milk, too.
Little lamb, little lamb,
What do you say?
Baa, baa, baa!
Can Mary play?

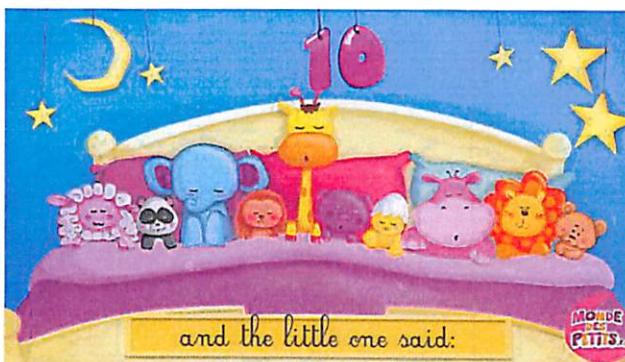


It's Time!

The bugs ride a bike.
The bugs bake a cake.
The bugs take a hike.
They run to the lake.
The bugs see the time.
The bugs have a date.
The bugs run home to dine.
They hate to be late!

Ten in the Bed

There were ten in the bed
And the little one said,
"Roll over, roll over."
So they all rolled over and
Four fell out.
Four hit the floor and gave a shout!
They kept on rolling and three fell out!
Three hit the floor and gave a shout!
They kept on rolling and two fell out.
Two hit the floor and gave a shout!
There was one in the bed
And the little one said,
"Goodnight."



JUNE

Draw your family.	Smile at someone today. Tell them about your favourite story.	String 10 cheerios onto a piece of string.	Find a big rock and a small rock outside.	Set the table – 1 of everything for each person.	Print your first name.	Find 6 circles in the house.
Zip your Coat. Tie your shoes.	Say your first name and your last name.	Practise answering the phone.	Learn your phone number.	How many pennies is five cents?	Trace your hands and feet on paper.	Sort the money in your bank or in your Mom's purse.
Make a Father's Day Card.	Sort the silverware in the drawer.	Go for a walk with an adult and count all the dogs that you see.	Throw a ball with a friend.	Sing the ABC song.	Walk backwards down your driveway.	Build something with lego or blocks.
Name 5 things that rhyme with cat.	Tie your shoes and someone else's.	March around your house. Count your steps.	Practise saying your name and phone number.	Set the table and count the items out loud.	Pour your own milk or juice.	Skip around the house. Count your steps.
Draw something you did today.	Count to 10. Draw 10 things.					



JULY

Celebrate Canada Day. Find a picture of a flag.	Print your first and last name.	Sing the ABC song.	Draw a picture of five boys	Count out ten of anything.	Give each person in your family a small rock.	Print your first and last name.
Draw a picture of Mom and Dad. Print Mom and Dad.	Tie your shoe laces.	Find 6 triangles in your house.	Practise your phone number.	Print five letters of the alphabet.	Count out enough pennies to make a nickel.	Trace an adult's hand. Print a number on each finger.
Draw and color a picture for Mom.	Name and cut out letters from a magazine.	Name the colors of flowers that you see outside.	Sort your toys (or something) according to color.	Sing the ABC song.	Play outside.	Build something with blocks. Tell someone what you built.
Name five things that rhyme with mat.	Print five different letters of the alphabet.	Practise saying your phone number.	Set the table and count the number of items.	Skip down the driveway. Count the number of steps you took.	Draw something you did during the day.	Count to ten. Practise backwards from ten to zero.
Look at a magazine. Point at letters and name them.	Print your first and last names.	Go for a walk. Count the birds you see.				





AUGUST

Print 5 letters of the alphabet and cut out pictures that start with that letter.	Count out 10 pennies.	Draw a picture of 3 cats and 2 dogs.	Sing the ABC song.	Practise your phone number.	Tie your shoes.	Walk or drive to the school. Walk around the school yard.
Cut out blue pictures from a magazine.	Print your name and your phone number.	Make five rhyming words with red.	Practise five letters of the alphabet. Say words that start with those letters.	Cut out yellow pictures from a magazine.	Draw a picture. Tell an adult a sentence about your picture.	Practise name the colors.
Name pictures in a magazine. Tell what letter the word starts with.	Tie your shoes.	Walk or drive to the school or bus stop.	Cut out green pictures from a magazine.	Make five rhyming words with pot.	Count ten pennies.	Tell five words that rhyme with at.
Draw a picture for your new teacher.	Find ten different colors in your house. Name them.	Count ten objects. Draw a picture of ten.	Walk or drive to your new school or bus stop.	Practise printing your name and phone number.	Draw a picture of your family and label the picture with their names.	Practise walking or driving to your new school or bus stop.
Draw a picture. Tell your Mom a sentence about your picture.	Tie your shoes.	Practise printing your name and phone number.				